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| **Emergency Lesson Plan:**   * Show (movie). * Give students their composition notebook. * Begin film, show approximately 5 minutes and pause at a logical point. * Have students write for 2 minutes jotting down anything that they remember from the movie. Encourage them to write anything that they can in Spanish and then continue in English. * Have students pair and share what they have written. * Have students discuss and then write a question if the movie is factual or write a prediction if the movie is fiction. * Show additional 5 minutes of film. * Repeat the process. Be sure to have students write individually before pairing and sharing. | | | |
| **Week** | **Can Do Statements** | **Activities** | **Teacher Notes** |
| 1 | I can name continents and countries where Spanish is spoken in the world.  I can talk about where I and others are from.  I can introduce myself and get to know others. | * Begin with como te llamas, me llamo allowing students to mix and mingle, include appropriate gestures, show powerpoint slide with image words, remove as they mingle (real identity) * Give each student copy of world map. Ask them to name any countries they can where Spanish is spoken. Model in Spanish. Point to country - Does France speak Spanish? Does Spain speak Spain. Start list by writing in Spanish...Invite students to list other countries that they know. * Give each student image and/or map of country. Keep one for yourself. Model...Where are you from? I am from...Continue to model with students until you feel that students can ask and answer. Have them stand and find the other person from “their” country. * Have students locate and point to their country on the world map as they answer. * Give students time to label or draw arrows showing where countries are. Circulate asking individual students where they are from and ask them to name country. * Ask if Spanish is spoken in Australia...naming continents that will be in the song. * Ask students how many continents there are? Name them together using the US system. * Introduce continent song, ask students to write in English what they noticed, then to pair and talk in English about what they observed * Read the narrative sentences on the pequetiempo site, pointing and explaining in Spanish. * Ask students to name the 4, 5 and 7 * Play the rap again and on a few subsequent days depending on interest * Mix and mingle asking name and where others live (country identity) * Consider playing a geography game to locate countries on world map | Hand out can do statements and vocabulary sheet - only get 1 copy - share on google docs - could have a couple of classroom copies in bright colors that they can “borrow”  Need to create/have:   * Images to introduce como te llamas * Picture or map of countries ID information on the back Soy de…..(name of country) (Country) is on (continent) * Images of world map/countries for powerpoint * Blank map of world or map of Spanish-speaking world * Continent song <https://www.youtube.com/watch?v=qKAwpoU_C6M> * Website with rap and more info:<http://www.pequetiempo.com/pequetiempos/encontrar-por/aprender-sobre/%C2%BFcu%C3%A1ntos-continentes-hay-en-la-tierra-1> |
| 2 | I can explain where Mexico is.  I can how I want/don’t want to go to Mexico.  I can name a city/destination that I am going to visit in Mexico. | * Recycle week 1 topics as necessary. * Locate Mexico on world map. * Identify the names of the continents from the rap song by listening or reading text. * Have students write in English (composition notebooks) what they know about Mexico. Might show a slide with only images to prompt their thinking, could be images you intend to use later. Review for accurate and inaccurate information. As students write circulate and ask students their name and where they are from. * Show satellite image Chicago to Mexico. Cover number of miles, amount of time by car, plane. * Allow each student to guess, possibly write name and number of hours on exit slip, answers revealed next day. Winner announced. * Look at map of Mexico and identify major cities. * Pass out pictures of key cities, work on where are you going, I am going to…. | The English prompt will give you a sense of what students know and a sense of misconceptions or stereotypes. You can use this information to embed “correct” information in lessons.  Need to create/have:   * Multiple images of Mexico or possible overview image. * <https://www.youtube.com/watch?v=4nwsj4Q08Go&spfreload=10> * Pictures of Mexican cities, major places * Map of Mexico |
| 3 | I can say where I’m going in Mexico and ask where others are going.  I can say what I can do at a destination.  *I am going to go to … so I can….* | * Begin classes this week asking how are you. * Prepare passport - possible “can do” stamps as students meet unit goals * Arrive at airport, mix and mingle while “waiting for plane” recycle names, how feeling, where from, ask where going * Show video of plane arriving in Mexico city (save Yucatan video for later). Silence English. Pause and ask simple yes/no questions Is Mexico City big or small? * Predict bigger or smaller than Chicago - show population of Mexico City, predict, then show population of Chicago * Introduce the first place students will go in Mexico. Find a key image, ask students to individually write a list of any words they can, pair and compare, generate class list of words. * Introduce - what can you do in (destination). Work on 2 possible answers. * Locate first destination on map of Mexico. Have student write what they can do there. * Repeat process for destination 2. | Need to create/have:   * Passport * Video of plane landing in Mexico City [https://www.youtube.com/watch?v=4nwsj4Q08Go](https://www.youtube.com/watch?v=4nwsj4Q08Go&spfreload=10) * Key image of 3 destination |
| 4 | I can say the destination I prefer and give a simple reason.  *I prefer….because I can….* | * Repeat process for destination 3. * Show images of all 3 1 at a time asking students to say what they can do in each location * Introduce Do you prefer…. * Take a vote to see which destination is most popular. * Announce that you prefer Oaxaca and say that you are going there first. * Recycle - by foot, bus, plane or car. * Look at google map, how far from Mexico City to recycle numbers guessing amount of time. * Give interpretive image assessment – describe an image, students indicate by choosing number of image that is described. |  |
| 5 | I can ask someone what they want to do.  I can tell what I’d like to do. | Video intro to Oaxaca showing as many of the places we’d visit there.   * Yagul Ruins * Hierve el Agua * La playa * El Mercado |  |
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